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ABSTRACT

This analysis presents the results of a 1978-79 survey of junior and senior high school students in Seattle, Washington regarding their educational aspirations, interests and attitudes. A description of the survey respondents indicates that response rates were low, particularly among blacks and Hispanics. Data were compiled in the following survey areas: (1) reasons for staying in school; (2) importance ratings for qualities that relate to the overall development of a student; (3) percentage and frequency distributions indicating what students consider the most important part of school; (4) percentage and frequency distributions indicating what students like about school; (5) opinion on the degree to which textbooks reflect students' racial or cultural identity; (6) opinion on the degree to which career education should be emphasized in high school; (7) views on the necessity of passing standard examinations to receive a high school diploma; and (8) self concept of students by ethnic group and school programs (regular, other option and gifted option). A sample questionnaire and appendices of survey results by majority and minority group and sex concludes this report. (APM)

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AN ANALYSIS OF SECONDARY STUDENTS' EDUCATIONAL ASPIRATIONS, SCHOOL SATISFACTION AND SELF SATISFACTION IN THE SEATTLE PUBLIC SCHOOLS

REPORT NO. 80-9
NOVEMBER 1980

ROBERT BARTLEY

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AN ANALYSIS OF SECONDARY STUDENTS'
EDUCATIONAL ASPIRATIONS, SCHOOL SATISFACTION AND
SELF SATISFACTION IN THE SEATTLE PUBLIC SCHOOLS

MANAGEMENT INFORMATION SUMMARY

In the 1978-79 school year, students enrolled in the Seattle School District were surveyed by questionnaire to gather District-wide information on their educational aspirations, interests and attitudes. As indicated in the Office of Instructional Program Evaluation Report No. 79-17, November 1979, the low response rates, particularly among Blacks and Hispanics, limited our ability to generalize the responses received.

In May 1980, a similar questionnaire was distributed to a random sample of students enrolled in grades 7 through 12 in each junior/middle and high school. To obtain a representative sample of students, a class period and classrooms within each school were randomly selected. A total of 6463 out of 8286 students sampled participated for a response rate of 78 percent. Based on this sample generalization is possible.

The major findings and conclusions resulting from the student survey are presented below. Page numbers in parentheses refer to the presentation of detail in the body of the report.

- Students rated "I need the education to get a job" as the most important reason for staying in school and "I need the discipline" as the least important reason for staying in school. Furthermore, 58.6% of the students indicated that more emphasis should be given to careers and career preparation. The percentage was higher (63.5%) for high school than for junior/middle school students (54.0%). Taken together, these responses seem to indicate that an important need (as perceived by students) is not being met. (pp. 4-5,13)

- Minority students of both sexes tended to assign higher ratings to each reason for staying in school than did majority students, with one significant exception. Majority students rated "I like being with other kids" significantly higher than minority students. (pp. 4-5)

- Students indicated that "learning to think for oneself", "ability to get along with others" and "willingness to accept responsibility" are the three most important qualities in the overall development of a student. Participation in extra curricular activities was rated as the least important quality. (pp. 6-7)

- Over 98% of all students indicated that they plan to graduate from high school. Almost all of the students (97%) indicated that they "work hard in school" sometimes or always and 93% indicated that "school is challenging" sometimes or always. There were no significant percentage differences among grade levels. (p. 9)

- The majority of the students indicated that many things or everything they were learning would be useful after graduating. The percentage was somewhat larger for junior/middle school students than for high school students. (p. 9)

- There was a consensus among all ethnic groups that "learning basic skills (reading, math, writing)" is the most important part of school. The percentage indicating this aspect of school as most important was highest for Blacks (69.8%) and lowest (48.8%) for Whites. (p. 10)

- Three minority ethnic groups reported that they like "learning" best about school. Blacks had the highest percentage (42.5%) compared to Asians (39.7%) and Hispanics (31.1%). Whites and Native Americans indicated with greater frequency that they like "friends" best, 42.6% and 42.3%, respectively. (p. 11)

- Sixty percent of the junior/middle school students and fifty percent of the high school students indicated that most of the textbooks adequately reflected their cultural and racial identity . The grade level differential was greatest for Native Americans, from 58.9% to 34.5%; followed in order by Blacks. 61.1% to 44.7%; Asians, 62.4% to 49.8%; Hispanics, 54.5% to 44.0%; and the least for Whites, 58.9% to 56.4%. These differences in percentages between the junior/middle and high school level might indicate that the District is using textbooks at the high school level that focus less on minority cultural and racial identity than those used at the junior/middle school level, or that older minority students are more sensitive than younger minority students to the presence or absence of such material. (pp. 11-12)

- Approximately three-fourths (73.2%) of the students indicated that they were in favor of taking a standard examination in order to receive a diploma. The percentages of male and female students in favor of taking the examination were nearly equal (72.8% and 73.7%, respectively). More Asians (79.7%) favored taking the examination than any other ethnic group, Whites were second (73.6%), followed by Blacks and Hispanics (68.5% each) and Native Americans were least in favor (62.4%). These percentages seem to indicate fairly strong student support of the requirement that high school graduation be contingent on passing some type of "standard examination". (p. 14)

- Students tended to rate themselves higher on general self-concept (global self-esteem) than on scholastic self-concept (self-esteem with respect to school aspects). (p. 15)

- Blacks and Whites had the same and highest scholastic self-concept average score, slightly below were Asians, followed by Hispanics and Native Americans. Statistical tests indicated that the Native American average was significantly below that for any other ethnic group. (pp. 15-18)

- General self-concept average scores were higher than scholastic self-concept average scores for all ethnic groups. Blacks had the highest average score, slightly below were Hispanics, followed by Whites and Asians. Native Americans had the lowest general self concept average score. Statistical tests indicated that the Black average was significantly above that for any other ethnic group and that the Native American average was significantly below that for any other ethnic group. (pp. 15-18)

- Comparing program options on scholastic self-concept, the gifted option programs students' average of 2.79 was above the overall average. Averages for regular program students and other option program students (2.61 and 2.67, respectively) were below the overall average. Statistical tests indicated that the gifted program average was significantly higher than that for any other option and that the other option program average was significantly higher than that for the regular program. (pp. 15-18)

- There were no significant differences in either scholastic or general self-concept average scores among groups formed on the basis of family pattern (living with both parents or living with single parent) or attendance status (reason why a student attend a certain school). (p. 18)

INTRODUCTION

In the 1978-79 school year, students enrolled in the Seattle School District were surveyed by questionnaire to gather District-wide information on their educational aspirations, interests and attitudes. As indicated in Office of Instructional Program Evaluation Report No. 79-17, November 1979, the low response rates, particularly among Blacks and Hispanics, severely limited the generalizability of responses received. In May 1980, a similar questionnaire (copy in appendix A) was distributed to a random sample of students enrolled in grades 7 through 12 in each junior/middle and high school to gather District-wide information on their educational aspirations, interests and attitudes.

To obtain a representative sample of students, a class period and classrooms within each school were randomly selected. A total of 6463 out of 8286 students sampled participated for a response rate of 78 percent. Data from completed questionnaires were merged with a District placement file to obtain information about student characteristics such as ethnicity, sex, grade and attendance status. Tests of significance were performed to determine which combinations of these student characteristic variables (attendance status, options, ethnicity, sex, grade level, etc.) had a statistically significant relationship to student responses. Only those analyses that showed a significant relationship are presented in this report.

This report consists of eight major sections, each of which corresponds to an item or set of items on the questionnaire. Each section describes the results of analyses performed on responses to the item or item set. These eight results sections are preceded by a Management Information Summary and a Description of Respondents and followed by the Summary and Conclusions.

DESCRIPTION OF RESPONDENTS

Table 1 shows the percentage and frequency distributions of respondents by sex, ethnicity, family income index, family pattern, grade level and attendance status.* An equal percentage (50%) of male and female students participated in the survey. Approximately two-thirds (63.8%) of the respondents were White, 16 percent Black, 14.4 percent Asian, 3.5 percent Hispanic, and 2.2 percent Native American. Two-thirds (66.6%) of these students attended their regular or resident area school and 33.4 percent did not.

The percentage of survey respondents came within three points of the District's percentage in all descriptor categories except for grade level 12, which was under-represented by 7.0 percent; students with attendance status of hardship-handicapped, who were over-represented by 3.5 percent; students with attendance status of assigned, who were over-represented by 5.1 percent and students living with both parents, who were over-represented by 3.5 percent.

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* Attendance status categories are those defined by the Office of Student Placement Spamnote, July 1980. Guideline and Procedures for Student Assignment and Transfer, Seattle Public Schools, 1979-80:

Grandfathered Student: continuing to the highest grade level offered in the current school as a result of special provisions of the Seattle Plan, or as a result of school closures and changes in feeder patterns.

Handicapped Student: currently in a special education assignment, whether or not the student is attending his "home" school.

Regular or Resident Area Student: resides within the current residential boundaries of the school attended, and is at the correct grade level to be in attendance at the school. (Students in this attendance status category will hereafter be referred to as "assigned").

Transfer Student: does not attend neighborhood school, nor meet the requirements for one of the other codes described in this section.

Voluntary Racial Transfer: originally any transfer which would improve the racial balance at both the "sending" and the "receiving" schools. Since the implementation of the Seattle Plan, this code has only been applied to eligible students at the high school level, although numerous students at lower grades continue to carry such codes as a result of their earlier participation in the desegregation efforts of the District.

Hardship: Safety or health.

Bilingual: For the purposes of this report, a bilingual student is defined as any student who has been assigned to a relative English fluency category between A and E, inclusive (i.e., students with a primary or home language other than English) and who is not attending his/her regular or residential school.

TABLE 1

PERCENTAGE AND FREQUENCY DISTRIBUTIONS OF RESPONDENTS BY SEX, ETHNICITY, FAMILY INCOME INDEX, FAMILY PATTERN, GRADE LEVEL AND ATTENDANCE STATUS*
(June 1980)

Category	Survey Percentage	District Percentage	Number of Respondents
SEX			
Male	50.0	51.8	3142
Female	50.0	48.2	3139
ETHNICITY			
Black	16.0	18.2	1008
Hispanic	3.5	3.6	220
Asian	14.4	14.7	905
Native American	2.2	2.3	138
White	63.8	61.2	4010
FAMILY INCOME INDEX			
Free or Reduced Price Lunch-Yes	23.2	24.8	1456
Free or Reduced Price Lunch-No	76.8	75.2	4825
FAMILY PATTERN (LIVING WITH)			
Both Parents	67.6	64.1	4248
Single Parent	27.6	29.6	1734
Other	4.8	6.3	299
GRADE LEVEL			
7	17.4	16.2	1090
8	15.5	16.1	975
9	19.2	16.4	1209
10	20.6	17.8	1294
11	17.9	17.1	1125
12	9.4	16.4	588
ATTENDANCE STATUS			
Regular or Resident	66.6	61.5	4185
Volunteer Racial Transfer	4.6	4.2	288
Transfer	12.5	12.1	785
Grandfathered	10.4	11.2	650
Hardship Handicapped	2.4	5.9	152
Bilingual	3.5	5.1	221

*See Page 2 for definition.

RESULTS AND DISCUSSION

WHY STUDENTS STAY IN SCHOOL

Students were asked to rate the importance of six reasons for staying in school.* Table 2 shows the average rating given to each reason.

TABLE 2

AVERAGE IMPORTANCE RATINGS FOR REASONS WHY STUDENTS STAY IN SCHOOL
(June 1980)

Reasons for Staying in School	Average	Number of Respondents
I need the education to get a job.	2.78	6150
I like to learn things.	2.45	6002
I like being with other kids.	2.32	5985
I like the school activities	2.01	5868
I have to.	1.90	5885
I need the discipline.	1.58	5812

Students rated "I need the education to get a job" as the most important reason for staying in school, followed in order by "I like to learn things" and "I like being with other students." "I need the discipline" was rated the least most important reason for staying in school.

Table A (See Appendix B) shows the average rating assigned each reason for staying in school by ethnicity and sex. Minority students of both sexes tended to assign higher ratings to each reason than did majority students, with one significant exception. Majority students rated "I like being with other kids" significantly higher than minority students.

* The rating scale used was: 1=not important; 2=fairly important; 3=very important

The average ratings for minority female students were significantly greater than for majority female students on the reasons, "I need the discipline", "I have to" and "I like to learn things". The rank order of each reason was the same for three of the four ethnicity by sex groups. Majority females differed from the other three groups in rating "I like being with other kids" lower than "I like to learn things".

QUALITIES RELATED TO THE OVERALL DEVELOPMENT OF A STUDENT

Students were also asked to rate the importance of eight qualities that relate to the overall development of a student.* Table 3 shows the average rating assigned to each quality.

TABLE 3

AVERAGE IMPORTANCE RATINGS FOR QUALITIES THAT RELATE TO THE OVERALL DEVELOPMENT OF A STUDENT (June 1980)

Qualities Related to the Overall Development of a Student	Average	Number of Respondents
willingness to accept responsibility	2.63	5950
learning to think for oneself	2.62	5998
ability to get along with others	2.56	5974
desire to excel	2.34	5716
eagerness to learn	2.34	5854
high moral standards	2.26	5783
ability to communicate effectively with teachers	2.21	5789
participation in extra curricular activities	2.00	5779

Students rated "willingness to accept responsibility" highest, "learning to think for oneself," second highest and "ability to get along with others," third highest. "Participation in extra curricular activities" was rated as the least important quality in the overall development of a student.

* The scale used to record student responses was: 1= not important; 2= fairly important; 3= very important.

Table B (See Appendix B) shows the average rating assigned to each quality by ethnicity and sex. For both sexes, minority students assigned higher ratings than majority students to the following qualities:

...high moral standards

...eagerness to learn

...participation in extra curricular activities

...ability to communicate effectively with teachers

For neither sex was there a significant difference between majority and minority students on "willingness to accept responsibility" and "desire to excel". Majority female students rated "learning to think for oneself" and "ability to get along with others" significantly higher than minority female students. There was no significant difference between majority and minority male students on these two qualities. The only clear difference among the four groups in their rank ordering of the eight qualities was that minority females, unlike the other groups, assigned a higher rating to "high moral standards" than to "desire to excel".

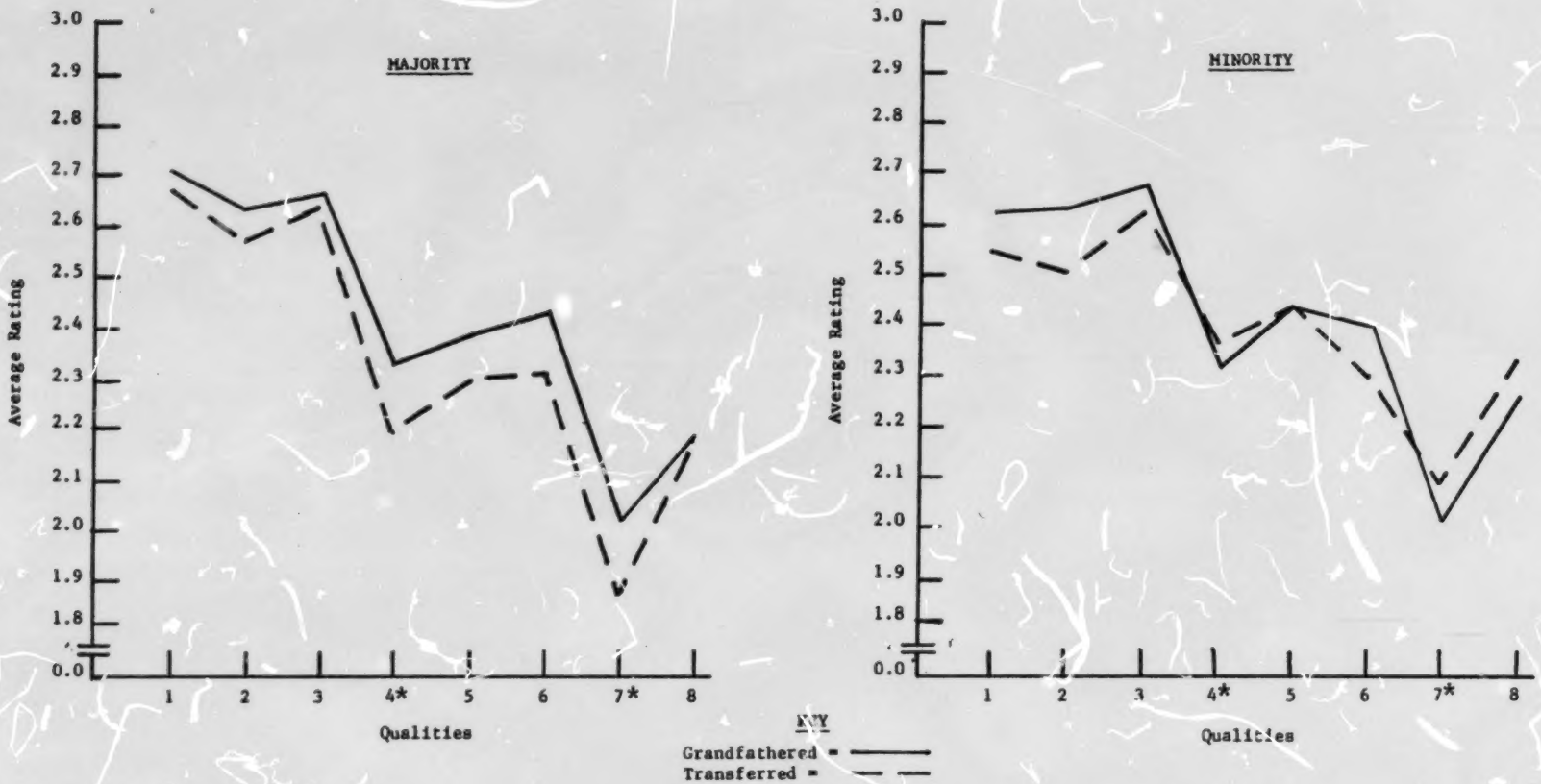
Attendance Status

In describing the relationship of attendance status to qualities that relate to the overall development of a student, ethnicity must also be considered. For a full tabulation of the average ratings of the qualities related to the overall development of a student by attendance status and ethnicity. (See Table C in Appendix B.)

There were no significant differences between majority and minority students when "assigned" attendance status was compared to "transferred" or "grandfathered" attendance status. For "transferred" versus "grandfathered" attendance status there were differences of sufficient size to be statistically significant for two of the qualities. For the six remaining qualities, differences between the groups were non-siginificant. The two qualities on which there were significant differences were "high moral standards" and "participation in extra curricular activities." (See Figure A page 8). For both qualities, majority students who were grandfathered had a higher average rating than those who were transferred, while minority students who were grandfathered had a lower average rating than those who were transferred.

FIGURE A

AVERAGE IMPORTANCE RATING FOR QUALITIES THAT RELATE TO THE OVERALL DEVELOPMENT OF A STUDENT BY ATTENDANCE STATUS AND ETHNICITY**
(JUNE 1980)



QUALITIES:

1. learning to think for oneself
2. ability to get along with others
3. willingness to accept responsibility
4. high moral standards*
5. eagerness to learn
6. desire to excel
7. participation in extra curricular activites*
8. ability to communicate effectively with teachers

* The difference between grandfathered and transferred majority students is significantly greater than the difference between grandfathered and transferred minority students.

** The rating scale used was: 1 = not important; 2 = fairly important; 3 = very important.

EDUCATIONAL ASPIRATIONS, ACADEMIC MOTIVATION AND INTEREST

Over 98% of all students responding indicated that they plan to graduate from high school. Comparing ethnic groups for further educational aspirations, Asians had the highest percentage (92.6%) of students planning to continue education beyond high school, followed in order by Blacks and Whites with nearly equal percentages (83.6% and 83.4%, respectively), Hispanics (76.8%) and Native Americans (68.2%). (See Table D in Appendix B.) Approximately 97 percent of all students also indicated that they "work hard in school" sometimes or always and 93 % percent indicated that "school is challenging" sometimes or always. The percentage of Asians who indicated that they always "work hard in school" was at least 11.7 percent higher than for any other ethnic group, but the percentages of Hispanics and Black students who think school is always challenging exceed those for any other ethnic group by more than 7.5 percent.

With respect to grade level, 86.7 percent of the high school students indicated that they are planning to continue education beyond high school level as compared to 81.8 percent of the junior/middle school students. This is probably due to attrition, during the high school years, of students with limited educational aspirations. The percentage of junior/middle school students who indicated that they always "work hard in school" exceeded that for high school students by 4.6 percent. The percentage of students who indicated that school is always challenging was approximately equal, 18.3 percent for junior/middle school students and 16.3 percent for high school students. (See Table E in Appendix B.)

The percentage of junior/middle school students who indicated that they thought many things they were learning would be useful after graduating exceeded that for high school students by 3.5 percent for many things and 5.7 percent. Furthermore, the percentage of junior/middle school students who indicated that they thought everything they were learning would be useful exceeded the percentage for high school students by 5.7 percent. The percentages of male and female students at both grade levels who indicated that many things and everything they were learning would be useful after graduating were nearly equal, .6 percent separated them on many things and .3 percent separated them on everything.

WHAT STUDENTS CONSIDER IMPORTANT ABOUT SCHOOL

Students were also asked, "What is the most important part of school?" Table 3 shows the percentage and frequency distributions that describe student responses.

TABLE 4

PERCENTAGE AND FREQUENCY DISTRIBUTIONS INDICATING WHAT STUDENTS CONSIDER THE MOST IMPORTANT PART OF SCHOOL

Most Important Part of School	Percentage	Number of Respondents
learning basic skills (reading, math, writing)	55.2	3387
learning job skills	25.2	1545
friends	14.3	876
school activities	5.3	329
TOTAL	100.0	6137

The majority of students reported that "learning basic skills (reading, math, writing)" is the most important aspect of school. "Learning job skills" and "friends" were indicated second and third most frequently. "School activities" was indicated least often as the most important part of school.

There was a consensus among students regardless of ethnic group, grade level or attendance status, that either "learning basic skills" or "learning job skills" was the most important aspect of school. However the percentages of students indicating either one as most important varied considerably within some of the groupings. For all ethnic groups, the largest percentage indicated that "learning basic skills (reading, math, writing)" is the most important aspect of school. The percentage indicating this aspect of school as most important was highest for Blacks (69.8%) and lowest for Whites (48.8%). Furthermore, for all ethnic groups, the second largest percentage indicated that "learning job skills" is the most important aspect of school. The percentage indicating this aspect of school as most important was highest for Whites (27.6%) and lowest for Asians (18.9%). (See Table F in Appendix B).

For students in both junior/middle school and high school, the largest percentage indicated that "learning basic skills (reading, math, writing)" is the most important aspect of school and the second largest percentage indicated that "learning job skills" is the most important aspect of school. Three-fifths (59.6%) of the junior/middle school students indicated "learning basic skills (reading, math, writing)" as most important compared to one half (50.3%) of the high school students. Twenty nine percent of the high school students indicated learning job skills as most important compared to 21.7 percent of the junior/middle school students. This grade level difference probably indicates the increased salience of the job market as students move closer to high school graduation. (See Table G in Appendix B).

WHAT STUDENTS LIKE BEST ABOUT SCHOOL

Students were also asked, "What do you like best about school?" Table 4 shows the percentage and frequency distributions that describe student responses.

TABLE 5

PERCENTAGE AND FREQUENCY DISTRIBUTIONS INDICATING WHAT STUDENTS LIKE BEST ABOUT SCHOOL

Like Best about School	Percentage	Number of Respondents
friends	36.9	2240
learning	29.4	1785
sports	14.4	872
classes	10.2	618
other Activities	7.3	445
teachers	1.8	111
TOTAL	100.0	6071

The largest percentage of students indicated that they like "friends" best about school, followed in order by "learning" and "sports".

Three ethnic groups, reported that they like "learning" best about school. Blacks had the highest percentage (42.5%) compared to Asians (39.7%) and Hispanics (31.1%). Whites and Native Americans indicated with greater frequency that they like "friends" best (42.6% and 42.3%, respectively). (See Table F in Appendix B.)

With respect to grade level, junior/middle school students and high school students were in agreement about what they liked best about school. They rated "friends" most frequently, and "learning" second most frequently. (See Table G in Appendix B.)

Slightly greater than two-thirds (67.8%) of the students who indicated that they like "friends" best about school considered "learning basic skills (reading, math, writing)" or "learning job skills" more important than "friends". Only twenty-nine percent of the students who indicated that they like "friends" best about school, also considered "friends" the most important aspect of school. These percentages indicate that students who like "friends" best appreciate the importance of "learning basic skills (reading, math, writing) and/or "learning job skills".

For students in all options except Special Education and Bilingual Programs "friends" was most frequently chosen as the aspect liked best about school. For

Special Education and Bilingual students "learning" was most frequently chosen as the aspect liked best about school.

TEXTBOOKS REFLECT CULTURAL AND RACIAL IDENTITY

Students were also asked, "How many of the textbooks used in your classes adequately reflect your cultural and racial identity?" Sixty percent of the junior/middle school students and fifty percent of the high school students indicated that most of the textbooks adequately reflected their cultural and racial identity. The grade level differential was the greatest for Native Americans, from 58.9 percent to 34.5 percent; followed in order by Blacks, 61.1 percent to 44.7 percent; Asians, 62.4 percent to 49.8 percent; Hispanics, 54.5 percent to 44.0 percent; and the least 58.9 percent to 56.4 percent, for Whites.

These differences in percentages between the junior/middle and high school level might indicate that the District is using textbooks at the high school level that focus less on minority cultural and racial identity than those used at the junior/middle school level, or that older minority students are more sensitive than younger minority students to the presence or absence of such material.

EMPHASIS ON CAREERS AND CAREER PREPARATION

Students were asked the question, "How much emphasis should be placed on careers and career preparation in high school?" Approximately three-fifths (58.6%) of the students indicated that more than the current emphasis should be given to careers and career preparation. The percentage of high school students who reported that more emphasis should be given to careers and career preparation was 63.5 percent compared to 54.0 percent for junior/middle school students. Again the increased salience of the job market at the high school level is apparent. (See Table H in Appendix B.) There was no significant sex difference in response to this question.

As was noted earlier, students rated "I need the education to get a job" as the most important reason for staying in school. Since three-fifths of the students also indicated that more emphasis should be placed on careers and career preparation in high school, it would seem that an important need (as perceived by students) is not being met.

STANDARD EXAMINATION

Students were asked, "Should all high school students be required to pass a standard examination in order to get a high school diploma?" Table I (See Appendix B) shows the percentage of students in favor of and against passing a standard examination in order to receive a diploma. Distributions by sex, grade level, ethnicity and family income are given. Approximately three-fourths (73.2%) of the students indicated that they were in favor of such a requirement. The percentages of male and female students in favor of taking the examination were nearly equal (72.8% and 73.7%, respectively). More Asians (79.7%) favored taking the examination than any other ethnic group; Whites were second (73.6%), followed by Blacks and Hispanics (68.5% each) and Native Americans were least in favor (62.4%).

The percentage of high school students in favor of taking the examination was 1.3 percent greater than the percentage in junior/middle school. The percentage of students from low income families in favor of taking the examination was smaller than that for students who were not from low income families (69.8% and 74.3%), respectively).

These percentages seem to indicate fairly strong student support of the requirement that high school graduation be contingent on passing some type of "standard examination".

STUDENT SCHOLASTIC AND GENERAL SELF-CONCEPTS

Self-concept measures were obtained from a Self-Appraisal Inventory.[1] This inventory contains 28 statements to each of which students responded by indicating 1=strongly agree; 2=agree; 3=disagree; or 4=strongly disagree. (See question #13 on questionniare in Appendix A). Before analyses were performed the coding of responses was reversed so that a high score corresponded to a "high" self-concept. These statements were divided into two subgroups of 14 items each, one assessing the student's scholastic self-concept and the other the student's general self-concept. Scholastic self-concept statements are all related to some aspect of school. For example: "School work is fairly easy for me." General self-concept statements are all that reflect a more global estimate of self esteem. For example: "I take a positive attitude toward myself." A student's score for each subgroup of items was computed by summing the ratings given to each item and dividing by the number of items.

Table 6 shows students' average scores for scholastic self-concept by ethnicity.

TABLE 6

STUDENT SCHOLASTIC SELF-CONCEPT AVERAGE SCORES ARRANGED IN ORDER OF MAGNITUDE BY ETHNICITY

	ETHNICITY					
	NATIVE AMERICAN	HISPANIC	ASIAN	BLACK	WHITE	OVERALL AVERAGE
Average Scores	2.44	2.57	2.63	2.64	2.64	2.63
Number of Respondents	138	220	905	1003	4005	6271

The overall scholastic self concept average score was 2.63. Two ethnic groups, Black and White had the same average of 2.64, which was slightly above the overall average. The Asian average of 2.63 was the same as the overall average; the Hispanic and Native American averages of 2.57 and 2.44, respectively, were below the overall average. There were significant differences between Native Americans and all other ethnic groups. Blacks and Whites differed the most from Native Americans and Hispanics differed the least from Native Americans. There was no significant difference between any other pair of ethnic groups.

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[1] Instructional Objectives Exchange, copyright 1970.

Table 7 shows students' average scores for general self-concept by ethnicity.

TABLE 7

STUDENT GENERAL SELF-CONCEPT AVERAGE SCORES ARRANGED IN ORDER OF MAGNITUDE BY ETHNICITY*

	ETHNICITY					
	NATIVE AMERICAN	ASIAN	WHITE	HISPANIC	BLACK	OVERALL AVERAGE
Average Scores	2.67	2.71	2.75	2.77	2.85	2.76
Number of Respondents	138	905	4005	220	1003	6270

* The scale used to record student responses was: 1=strongly agree; 2=agree; 3= disagree; 4= strongly disagree.

General self-concept average scores were higher than scholastic self-concept average scores for all ethnic groups. The overall general self-concept average score was 2.76. There were two ethnic groups with average scores above the overall average: Blacks, with the highest average of 2.85, and Hispanics, with an average of 2.77. Averages for Whites, Asians and Native Americans (2.75, 2.71 and 2.67, respectively) were below the overall average. There were significant differences between Blacks and all other ethnic groups. The largest difference was with Native Americans and the smallest difference was with Hispanics. Furthermore, there were significant differences between Native Americans and two other ethnic groups, Whites and Hispanics. The larger of these two differences was between Hispanics and Native Americans. There was no significant difference between any other pair of ethnic groups.

Option*, Family Pattern, and Attendance Status

Table 8 shows students' average scores for scholastic self-concept by option categories.

TABLE 8

STUDENT SCHOLASTIC SELF-CONCEPT AVERAGE SCORES ARRANGED IN ORDER OF MAGNITUDE BY OPTIONS**

	OPTIONS			
	REGULAR PROGRAM	OTHER OPTION PROGRAMS	GIFTED OPTION PROGRAMS	OVERALL AVERAGE
Average Scores	2.62	2.68	2.79	2.64
Number of Respondents	5073	450	411	5934

**The scale used to record student responses was: 1=strongly agree; 2=agree; 3=disagree; 4=strongly disagree.

The options overall average score was 2.64. The gifted option program students' average of 2.79 and other option programs average of 2.68 were above the overall average. The regular program average of 2.62 was below the overall average. Differences between the gifted option and the other two options were statistically significant. The larger difference was with the regular program option and the smaller difference was with the other option program options. There was also a significant difference between the other option program option and the regular program option. These findings closely parellel results of a similar survey conducted in 1978-79 school year. See Office of Instructional Program Evaluation Report No. 79-17, November 1979.

* Option categories are those defined by The Seattle Plan: An Educational Opportunity, Seattle Public Schools, 1979-80.

  Regular Program: Students that are not enrolled in one of the option programs.

  Other Option Program: Students enrolled in one of the following programs: Multi-Arts, Basic Skills Emphasis, Middle/Junior High Science, Math, and Health, Foreign Language, Middle School, High School Sciences, Humanities, Mass Media Communications, Business Administration, and Data Processing.

  Gifted Option Programs: Students enrolled in one of the following programs: AAA, Alpha-Mentor, Horizon, and Advanced Placement.

  Options Excluded: Students enrolled in Special Education and Bilingual programs were excluded from this analysis due to low response rates.

There were no significant differences in either scholastic or general self-concept average scores among groups formed on the basis of family pattern (living with both parents or living with a single parent) or attendance status.

SUMMARY AND CONCLUSIONS

- Students rated "I need the education to get a job" as the most important reason for staying in school and "I need the discipline" as the least important reason for staying in school. Furthermore, over fifty-eight percent (58.6%) of the students indicated that more emphasis should be given to careers and career preparation. The percentage was higher (63.5%) for high school than for junior/middle school students (54.0%). Taken together, these responses seem to indicate that an important need (as perceived by students) is not being met.

- Minority students of both sexes tended to assign higher ratings to each reason for staying in school than did majority students, with one significant exception. Majority students rated "I like being with other kids" significantly higher than minority students.

- Students indicated that "learning to think for oneself", "ability to get along with others" and "willingness to accept responsibility" are the three most important qualities in the overall development of a student. Participation in extra curricular activities was rated as the least important quality.

- Over 98% of all students indicated that they plan to graduate from high school. Almost all of the students (97%) indicated that they "work hard in school" sometimes or always and 93% percent indicated that "school is challenging" sometimes or always. There were no significant percentage differences among grade levels.

- The majority of the students indicated either that many things or everything they were learning would be useful after graduating. The percentage was somewhat larger for junior/middle school students than for high school students.

- There was a consensus among all ethnic groups that "learning basic skills (reading, math, writing)" is the most important part of school. The percentage indicating this aspect of school as most important was highest for Blacks (69.8%) and lowest (48.8%) for Whites.

- Three ethnic groups reported that they like "learning" best about school. Blacks had the highest percentage (42.5%) compared to Asians (39.7%) and Hispanics (31.1%). Whites and Native Americans indicated with greater frequency that they like "friends" best, 42.6% and 42.3%, respectively.

- Sixty percent of the junior/middle school students and fifty percent of the high school students indicated that most of the textbooks adequately reflected their cultural and racial identity. The grade level differential was greatest for Native Americans, from 58.9% to 34.5%; followed in order by Blacks, 61.1% to 44.7%; Asians, 62.4% to 49.8%; Hispanics, 54.5% to 44.0%; and the least for Whites, 58.9% to 56.4%. These differences in percentages between the junior/middle and high school level might indicate that the District is using textbooks at the high school level that focus less on minority cultural and racial identity than those used at the junior/middle school level, or that older minority students are more sensitive than younger minority students to the presence or absence of such material.

- Approximately three-fourths (73.2%) of the students indicated that they were in favor of taking a standard examination in order to receive a diploma. The percentages of male and female students in favor of taking the examination were nearly equal (72.8% and 73.7%, respectively). More Asians (79.7%) favored taking the examination than any other ethnic group, Whites were second (73.6%), followed by Blacks and Hispanics (68.5% each) and Native Americans were least in favor (62.4%). These percentages seem to indicate fairly strong student support of the requirement that high school graduation be contingent on passing some type of "standard examination".

- Students tended to rate themselves higher on general self-concept than scholastic self-concept. The overall average for general self-concept was 2.76; for scholastic self-concept it was 2.63, on a scale of 1 the lowest to 4 the highest.

- Blacks and Whites had the highest scholastic self-concept average score of 2.64, slightly below were Asians with an average score of 2.63, followed by Hispanics with an average score of 2.57. Native Americans had the lowest scholastic self concept average score of 2.44. Statistical tests indicated that the Native American average was significantly below that for any other ethnic group.

- General self-concept average scores were higher than scholastic self-concept average scores for all ethnic groups. Blacks had the highest average score of 2.85, slightly below were Hispanics with an average score of 2.77, followed by Whites with an average score of 2.75, and Asians with an average score of 2.71. Native Americans had the lowest general self concept average score of 2.67. Statistical tests indicated that the Black average was significantly above that for any other ethnic group and that the Native American average was significantly below that for any other ethnic group.

- Comparing program options on scholastic self-concept, the gifted option programs students' average of 2.79 was above the overall average. Averages for regular program students and other option program students (2.61 and 2.67, respectively) were below the overall average. Statistical tests indicated that the gifted program average was significantly higher than that for any other option and that the other option program average was significantly higher than that for the regular program.

- There were no significant differences in either scholastic or general self-concept average scores among groups formed on the basis of family pattern (living with both parents or living with single parent) or attendance status.

APPENDIX A

STUDENT QUESTIONAIRE

(cc 1-7)

SEATTLE SCHOOL DISTRICT NO. 1
EVALUATION OFFICE

1979-80 CONFIDENTIAL STUDENT SURVEY

This survey has been designed to assess the student's educational aspirations, school satisfaction and self satisfaction in the Seattle Public Schools environment. The following questions and answers should help you understand your role in this survey.

1. Will my answers be confidential?

   Yes. Please do not write your name on this survey. No individual responses will be reported to anyone. The purpose for the I.D. number is to allow for group analyses to see if there are any differences, (for example), between program options, sex and ethnic groups.

2. Do I have to complete this survey?

   No. Your cooperation is completely voluntary. However, results will be misleading if large groups of students refuse to answer.

3. How was I chosen to complete the survey?

   Your classroom was chosen through a random procedure that will select about 35% of the students in your school. Your responses are important because they will represent the responses of the other students like you.

---

1. How important to you are each of the following reasons for staying in school? Using the scale of 1 to 3 please rate the following. (1=not important; 2=fairly important; 3=very important.)

(cc 8-13)

_____I need the discipline.
_____I like being with other kids.
_____I have to.
_____I like the school activities.
_____I need the education to get a job.
_____I like to learn things.

2. Below is a list of qualities that may relate to the overall development of a student. How important are they to you? Using the scale of 1 to 3 please rate the following. (1=not important; 2=fairly important; 3=very important.)

(cc 14-21)

_____learning to think for oneself
_____ability to get along with others
_____willingness to accept responsibility
_____high moral standards
_____eagerness to learn
_____desire to excel
_____participation in extra curricular activities
_____ability to communicate effectively with teachers

3. How far do you plan to go in school? (Please check only one.)

(cc 22)

(1)_____not graduate from high school
(2)_____graduate from high school
(3)_____attend a community college or trade school
(4)_____graduate from college
(5)_____go to graduate or professional school after college

4. What is the most important part of school for you? (Please check only one.)

(cc 23)
(1)_____learning basic skills (reading, math, writing)
(2)_____learning job skills
(3)_____school activities
(4)_____friends

5. Do you work hard in school? (Please check one.)

(cc 24)
(1)_____never
(2)_____sometimes
(3)_____always

6. What do you like best about school? (Please check one.)

(cc 25)
(1)_____teachers
(2)_____classes
(3)_____sports
(4)_____other activities
(5)_____friends
(6)_____learning

7. Is school challenging for you? (Please check one.)

(cc 26)
(1)_____never
(2)_____sometimes
(3)_____always

8. If the teacher asked you to get up in front of the class and give a report would you be: (Please check one.)

(cc 27)
(1)_____very nervous
(2)_____a little nervous
(3)_____not at all nervous

9. How much of what you are learning in school do you feel will be useful after graduation? (Please check one.)

(cc 28)
(1)_____everything
(2)_____many things
(3)_____some things
(4)_____nothing

10. How many of the textbooks used in your classes adequately reflect your cultural and racial identity?

(cc 29)
(1)_____none of them
(2)_____most of them
(3)_____all of them

11. How much emphasis should be placed on careers and career preparation in high school? (Please check one.)

(cc 30)
(1)_____more emphasis than now
(2)_____less emphasis than now
(3)_____about the same as now
(4)_____don't know

12. Should all high school students be required to pass a standard examination in order to get a high school diploma?

(cc 31)
(1)_____yes
(2)_____no

13. Please show whether you agree or disagree with each of the following statements by circling one of the letters next to the statement:

(a=Strongly Agree; b=Agree; c=Disagree; d=Strongly Disagree.)

For example: a b (c) d I want to be a movie star.

(a) b c d I like chocolate cake.

(cc 32-59) There are no right or wrong answers, so respond to each statement as honestly as you can.

Strongly Agree	Agree	Disagree	Strongly Disagree	
a	b	c	d	School work is fairly easy for me.
a	b	c	d	I am satisfied to be just what I am.
a	b	c	d	I usually like my teachers.
a	b	c	d	I am a cheerful person.
a	b	c	d	I can get good grades if I want to.
a	b	c	d	I am popular with kids my own age.
a	b	c	d	I often volunteer in school.
a	b	c	d	I am a happy person.
a	b	c	d	I am a good student.
a	b	c	d	I always like being the way I am.
a	b	c	d	I can give a good report in front of the class.
a	b	c	d	I am proud of my school work.
a	b	c	d	If I have something to say, I usually say it.
a	b	c	d	I am a good reader.
a	b	c	d	I don't worry much.
a	b	c	d	I have a lot of self control.
a	b	c	d	I am good in my school work.
a	b	c	d	I am a good person.
a	b	c	d	I like to be called on in class.
a	b	c	d	My classmates think I am a good student.
a	b	c	d	I am sure of myself.
a	b	c	d	I can always take care of myself.
a	b	c	d	I can disagree with my teacher.
a	b	c	d	I find it hard to talk in front of the class.
a	b	c	d	I am able to express my feelings in different ways.
a	b	c	d	I am learning skills necessary for finding a job.
a	b	c	d	I get a lot of fun out of life.
a	b	c	d	I take a positive attitude toward myself.

14. Which of the following most accurately describes your grade point average for this school year?

(cc 60-64)

1. A---between 3.5-4.0
2. B---between 2.5-3.4
3. C---between 1.5-2.4
4. D---between .5 and 1.4
5. E---between .0 and 1.3

APPENDIX B

TABLES A THROUGH I

TABLE A

AVERAGE IMPORTANCE RATINGS FOR REASONS WHY STUDENTS STAY IN SCHOOL
BY ETHNICITY AND SEX*
(June 1980)

	SEX				
	MALE		FEMALE		
ETHNICITY	MAJORITY	MINORITY	MAJORITY	MINORITY	OVERALL AVERAGE
REASONS:					
I need the discipline.	1.56	1.79	1.45	1.68	1.58
I like being with other kids.	2.32	2.27	2.46	2.24	2.34
I have to.	1.88	1.98	1.87	1.99	1.91
I like the school activities.	1.95	2.14	2.01	2.05	2.02
I need the education to get a job.	2.75	2.81	2.80	2.84	2.79
I like to learn things.	2.34	2.57	2.43	2.61	2.46
Total Number of Respondents	1795	930	1777	978	5480

* The rating scale used was: 1=not important; 2=fairly important; 3=very important.

TABLE B

AVERAGE IMPORTANCE RATINGS FOR QUALITIES THAT RELATE TO THE OVERALL DEVELOPMENT OF A STUDENT BY ETHNICITY AND SEX*
(June 1980)

	SEX				
	MALE		FEMALE		
ETHNICITY	MAJORITY	MINORITY	MAJORITY	MINORITY	OVERA AVERA
QUALITIES					
learning to think for oneself	2.60	2.57	2.71	2.62	2.6
ability to get along with others	2.53	2.53	2.67	2.58	2.5
willingness to accept responsibility	2.60	2.59	2.69	2.69	2.6
high moral standards	2.19	2.30	2.30	2.38	2.2
eagerness to learn	2.27	2.41	2.35	2.44	2.3
desire to excel	2.35	2.34	2.35	2.33	2.3
participation in extra curricular activities	1.96	2.13	1.98	2.05	2.0
ability to communicate effectively with teachers	2.13	2.28	2.23	2.30	2.2
Total Number of Respondent	1771	915	1730	944	536

* The rating scale used was: 1=not important; 2= fairly important; 3= very important

TABLE C

AVERAGE IMPORTANCE RATINGS FOR QUALITIES THAT RELATE TO THE OVERALL DEVELOPMENT OF A STUDENT BY ATTENDANCE STATUS AND ETHNICITY*
(JUNE 1980)

	ATTENDANCE STATUS							
	ASSIGNED		TRANSFER		GRANDFATHERED			
ETHNICITY	MAJORITY	MINORITY	MAJORITY	MINORITY	MAJORITY		MINORITY	OVERALL AVERAGE
QUALITIES								
learning to think for oneself	2.65	2.62	2.66	2.55	2.71	ns	2.62	2.64
ability to get along with others	2.61	2.57	2.57	2.51	2.64	ns	2.63	2.59
willingness to accept responsibility	2.65	2.65	2.63	2.63	2.66	ns	2.67	2.65
high moral standards**	2.24	2.34	2.18	2.36	2.33	ns	2.32	2.28
eagerness to learn	2.30	2.42	2.29	2.43	2.37	ns	2.43	2.35
desire to excel	2.36	2.35	2.30	2.29	2.43	ns	2.39	2.35
participation in extra curricular activities**	1.98	2.12	1.86	2.08	2.01	ns	2.02	2.01
ability to communicate effectively with teachers	2.18	2.27	2.17	2.33	2.18	ns	2.26	2.22
Total Number of Respondents	2616	910	468	610	340		217	5241

* The rating scale used was: 1=not important; 2=fairly important; 3=very important.

** The difference between grandfathered and transferred majority students is significantly greater than the difference between grandfathered and transferred minority students at $p < .05$.

TAPLE B

AVERAGE IMPORTANCE RATINGS FOR QUALITIES THAT RELATE TO THE OVERALL DEVELOPMENT OF A STUDENT BY ETHNICITY AND SEX*
(June 1980)

	SEX				
	MALE		FEMALE		
THNICITY	MAJORITY	MINORITY	MAJORITY	MINORITY	OVERALL AVERAGE
JALITIES					
earning to think for oneself	2.60	2.57	2.71	2.62	2.63
oility to get along with others	2.53	2.53	2.67	2.58	2.58
illingness to accept responsibility	2.60	2.59	2.69	2.69	2.65
gh moral standards	2.19	2.30	2.30	2.38	2.28
gerness to learn	2.27	2.41	2.35	2.44	2.35
esire to excel	2.35	2.34	2.35	2.33	2.34
rticipation in extra curricular tivities	1.96	2.13	1.98	2.05	2.01
oility to communicate effectively th teachers	2.13	2.28	2.23	2.30	2.22
otal Number of Respondent	1771	915	1730	944	5360

The rating scale used was: 1=not important; 2= fairly important; 3= very important

TABLE C

AVERAGE IMPORTANCE RATINGS FOR QUALITIES THAT RELATE TO THE OVERALL DEVELOPMENT OF A STUDENT BY ATTENDANCE STATUS AND ETHNICITY*
(JUNE 1980)

	ATTENDANCE STATUS						
	ASSIGNED		TRANSFER		GRANDFATHERED		
ETHNICITY	MAJORITY	MINORITY	MAJORITY	MINORITY	MAJORITY	MINORITY	OVERALL AVERAGE
QUALITIES							
learning to think for oneself	2.65	2.62	2.66	2.55	2.71 ns	2.62	2.64
ability to get along with others	2.61	2.57	2.57	2.51	2.64 ns	2.63	2.59
willingness to accept responsibility	2.65	2.65	2.63	2.63	2.66 ns	2.67	2.65
high moral standards**	2.24	2.34	2.18	2.36	2.33 ns	2.32	2.28
eagerness to learn	2.30	2.42	2.29	2.43	2.37 ns	2.43	2.35
desire to excel	2.36	2.35	2.30	2.29	2.43 ns	2.39	2.35
participation in extra curricular activities**	1.98	2.12	1.86	2.08	2.01 ns	2.02	2.01
ability to communicate effectively with teachers	2.18	2.27	2.17	2.33	2.18 ns	2.26	2.22
Total Number of Respondents	2616	910	468	610	340	217	5241

* The rating scale used was: 1=not important; 2=fairly important; 3=very important.

** The difference between grandfathered and transferred majority students is significantly greater than the difference between grandfathered and transferred minority students at $p < .05$.

TABLE B

AVERAGE IMPORTANCE RATINGS FOR QUALITIES THAT RELATE TO THE OVERALL DEVELOPMENT OF A STUDENT BY ETHNICITY AND SEX*
(June 1980)

	SEX				
	MALE		FEMALE		
ETHNICITY	MAJORITY	MINORITY	MAJORITY	MINORITY	OVERALL AVERAGE
QUALITIES					
learning to think for oneself	2.60	2.57	2.71	2.62	2.63
ability to get along with others	2.53	2.53	2.67	2.58	2.58
willingness to accept responsibility	2.60	2.59	2.69	2.69	2.65
high moral standards	2.19	2.30	2.30	2.38	2.28
eagerness to learn	2.27	2.41	2.35	2.44	2.35
desire to excel	2.35	2.34	2.35	2.33	2.34
participation in extra curricular activities	1.96	2.13	1.98	2.05	2.01
ability to communicate effectively with teachers	2.13	2.28	2.23	2.30	2.22
Total Number of Respondent	1771	915	1730	944	5360

* The rating scale used was: 1=not important; 2= fairly important; 3= very important

TABLE C

AVERAGE IMPORTANCE RATINGS FOR QUALITIES THAT RELATE TO THE OVERALL DEVELOPMENT OF A STUDENT BY ATTENDANCE STATUS AND ETHNICITY*
(JUNE 1980)

	ATTENDANCE STATUS						
	ASSIGNED		TRANSFER		GRANDFATHERED		
ETHNICITY	MAJORITY	MINORITY	MAJORITY	MINORITY	MAJORITY	MINORITY	OVERALL AVERAGE
QUALITIES							
learning to think for oneself	2.65	2.62	2.66	2.55	2.71 ns	2.62	2.64
ability to get along with others	2.61	2.57	2.57	2.51	2.64 ns	2.63	2.59
willingness to accept responsibility	2.65	2.65	2.63	2.63	2.66 ns	2.67	2.65
high moral standards**	2.24	2.34	2.18	2.36	2.33 ns	2.32	2.28
eagerness to learn	2.30	2.42	2.29	2.43	2.37 ns	2.43	2.35
desire to excel	2.36	2.35	2.30	2.29	2.43 ns	2.39	2.35
participation in extra curricular activities**	1.98	2.12	1.86	2.08	2.01 ns	2.02	2.01
ability to communicate effectively with teachers	2.18	2.27	2.17	2.33	2.18 ns	2.26	2.22
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** The difference between grandfathered and transferred majority students is significantly greater than the difference between grandfathered and transferred minority students at $p < .05$.

TABLE B

AVERAGE IMPORTANCE RATINGS FOR QUALITIES THAT RELATE TO THE OVERALL DEVELOPMENT OF A STUDENT BY ETHNICITY AND SEX*
(June 1980)

	SEX				
	MALE		FEMALE		
ETHNICITY	MAJORITY	MINORITY	MAJORITY	MINORITY	OVERALL AVERAGE
QUALITIES					
learning to think for oneself	2.60	2.57	2.71	2.62	2.63
ability to get along with others	2.53	2.53	2.67	2.58	2.58
willingness to accept responsibility	2.60	2.59	2.69	2.69	2.65
high moral standards	2.19	2.30	2.30	2.38	2.28
eagerness to learn	2.27	2.41	2.35	2.44	2.35
desire to excel	2.35	2.34	2.35	2.33	2.34
participation in extra curricular activities	1.96	2.13	1.98	2.05	2.01
ability to communicate effectively with teachers	2.13	2.28	2.23	2.30	2.22
Total Number of Respondent	1771	915	1730	944	5360

* The rating scale used was: 1=not important; 2= fairly important; 3= very important

TABLE C

AVERAGE IMPORTANCE RATINGS FOR QUALITIES THAT RELATE TO THE OVERALL DEVELOPMENT OF A STUDENT BY ATTENDANCE STATUS AND ETHNICITY*
(JUNE 1980)

	ATTENDANCE STATUS						
	ASSIGNED		TRANSFER		GRANDFATHERED		
ETHNICITY	MAJORITY	MINORITY	MAJORITY	MINORITY	MAJORITY	MINORITY	OVERALL AVERAGE
QUALITIES							
learning to think for oneself	2.65	2.62	2.66	2.55	2.71 ns	2.62	2.64
ability to get along with others	2.61	2.57	2.57	2.51	2.64 ns	2.63	2.59
willingness to accept responsibility	2.65	2.65	2.63	2.63	2.66 ns	2.67	2.65
high moral standards**	2.24	2.34	2.18	2.36	2.33 ns	2.32	2.28
eagerness to learn	2.30	2.42	2.29	2.43	2.37 ns	2.43	2.35
desire to excel	2.36	2.35	2.30	2.29	2.43 ns	2.39	2.35
participation in extra curricular activities**	1.98	2.12	1.86	2.08	2.01 ns	2.02	2.01
ability to communicate effectively with teachers	2.18	2.27	2.17	2.33	2.18 ns	2.26	2.22
Total Number of Respondents	2616	910	468	610	340	217	5241

* The rating scale used was: 1=not important; 2=fairly important; 3=very important.

** The difference between grandfathered and transferred majority students is significantly greater than the difference between grandfathered and transferred minority students at $p < .05$.

TABLE D

PERCENTAGE DISTRIBUTIONS INDICATING STUDENT EDUCATIONAL ASPIRATIONS, ACADEMIC MOTIVATION AND INTEREST BY ETHNICITY (JUNE 1980)

	ETHNICITY					
Questions	Black	Hispanic	Asian	Native American	White	Overa Avera
How far do you plan to go in school?						
not graduate from high school	.6	1.9	.8	1.6	.6	.7
graduate from high school	15.8	21.3	6.6	30.2	16.0	15.1
attend a community college or trade school	18.2	24.1	12.1	19.4	21.7	19.8
graduate from college	48.2	35.6	51.7	41.1	41.7	43.9
go to graduate or professional school after college	17.2	17.1	28.8	7.8	20.0	20.5
Total Number of Respondents	951	216	877	129	3918	6091
Do you work hard in school?						
never	.9	1.4	.7	1.5	2.3	1.
sometimes	76.7	79.1	60.5	81.5	70.5	70.
always	22.3	19.5	38.8	17.0	27.1	27.
Total Number of Respondents	997	220	899	135	3983	623
Is school challenging?						
never	6.2	5.5	5.4	2.9	7.2	6.
sometimes	70.1	70.5	79.7	82.4	76.7	76.
always	23.6	24.1	15.0	14.7	16.0	27.
Total Number of Respondents	999	220	896	136	3991	624

TABLE E

PERCENTAGE DISTRIBUTIONS INDICATING STUDENT EDUCATIONAL ASPIRATIONS, ACADEMIC MOTIVATION AND INTEREST BY GRADE LEVEL
(JUNE 1980)

Questions	Grade Level: Jr/Middle School (Grades 7, 8 and 9)	Grade Level: High School (Grades 10, 11 and 12)	Overa Avera
How far do you plan to go in school?			
not graduate from high school	.8	.6	.
graduate from high school	17.4	12.7	15.
attend a community college or trade school	14.0	26.2	19.
graduate from college	46.6	40.9	43.
go to graduate or professional school after college	21.3	19.7	20.
Total Number of Respondents	3182	2909	609
Do you work hard in school?			
never	1.2	2.5	1.
sometimes	67.6	73.9	70.
always	31.2	26.6	27.
Total Number of Respondents	3252	2982	623
Is school challenging?			
never	6.6	6.7	6.
sometimes	75.0	77.0	76.
always	18.3	16.3	17.
Total Number of Respondents	3258	2984	624

TABLE F

PERCENTAGE DISTRIBUTIONS INDICATING SCHOOL FACTORS THAT ARE IMPORTANT OR LIKED BY STUDENTS, BY ETHNICITY
(June 1980)

	Ethnicity					
	Black	Hispanic	Asian	Native American	White	Overa Avera
Question						
What is the most important part of school for you?						
learning basic skills (reading, math, writing)	69.8	60.3	66.6	53.0	48.8	55.
learning job skills	22.1	21.0	18.9	25.4	27.6	25.
school activities	4.4	6.8	4.5	8.2	5.6	5.
friends	3.6	11.9	10.0	13.4	18.0	14.
Total Number of Respondents	971	219	890	134	3923	613
What do you like best about school?						
teachers	1.9	3.3	1.4	.8	1.9	1.
classes	13.8	14.2	8.1	10.0	9.5	10.
sports	18.3	14.2	10.7	16.9	14.1	14.
other activities	7.0	9.9	4.4	7.7	7.9	7.
friends	16.5	27.4	35.7	42.3	42.6	36.
learning	42.5	31.1	39.7	22.3	23.9	29.
Total Number of Respondents	967	212	886	130	3876	607

TABLE G

PERCENTAGE DISTRIBUTIONS INDICATING SCHOOL FACTORS THAT ARE IMPORTANT OR LIKED BY STUDENTS BY GRADE LEVEL
(June 1980)

	Grade Level		
	Jr/Middle School (Grades 7, 8 and 9)	High School (Grades 10, 11 and 12)	Ove Ave
uestions			
hat is the most important part of school for you?			
learning basic skills (reading, math, writing)	59.6	50.3	5
learning job skills	21.7	29.0	2
school activities	4.7	6.1	
friends	14.0	14.6	1
otal Number of Respondents	3214	2923	6
hat do you like best about school?			
teachers	1.7	2.0	
classes	10.2	10.1	1
sports	14.1	14.7	1
other activities	6.5	8.2	
friends	37.4	36.3	3
learning	30.2	28.6	2
otal Number of Respondents	3173	2898	6

TABLE H

PERCENTAGE DISTRIBUTIONS INDICATING HOW MUCH EMPHASIS SHOULD BE PLACED ON CAREERS AND CAREER PREPARATION BY GRADE LEVEL AND SEX
(June 1980)

Question	GRADE LEVEL		SEX		
	Jr./Middle School (Grades 7, 8 and 9)	High School (Grades 10, 11 and 12)	Male	Female	Overall Average
How much emphasis should be placed on careers and career preparation in high school?					
more emphasis than now	54.0	63.5	57.7	59.5	58.6
less emphasis than now	3.8	2.6	4.5	1.9	3.2
about the same as now	18.5	24.4	21.0	21.7	21.3
don't know	23.6	9.5	16.8	16.8	16.8
Total Number of Respondents	3225	2979	3097	3107	6204

TABLE I

PERCENTAGE OF STUDENTS IN FAVOR OF AND AGAINST STANDARD EXAMINATION BY SEX, GRADE LEVEL, ETHNICITY AND FAMILY INCOME
(June 1980)

Category	Yes	No	Number of Respondents
SEX			
Male	72.8	27.2	3096
Female	73.7	26.3	3091
GRADE LEVEL			
Jr. Middle Schools	72.7	27.3	3214
High Schools	74.0	26.0	2973
ETHNICITY			
Black	68.5	31.5	979
Hispanic	68.5	31.5	216
Asian	79.7	20.3	897
Native American	62.4	37.4	131
White	73.6	26.4	3964
FAMILY INCOME			
Free or Reduced Price Lunch - Yes	69.8	30.2	1421
Free or Reduced Price Lunch - No	74.3	25.7	4766